

FIG. 2

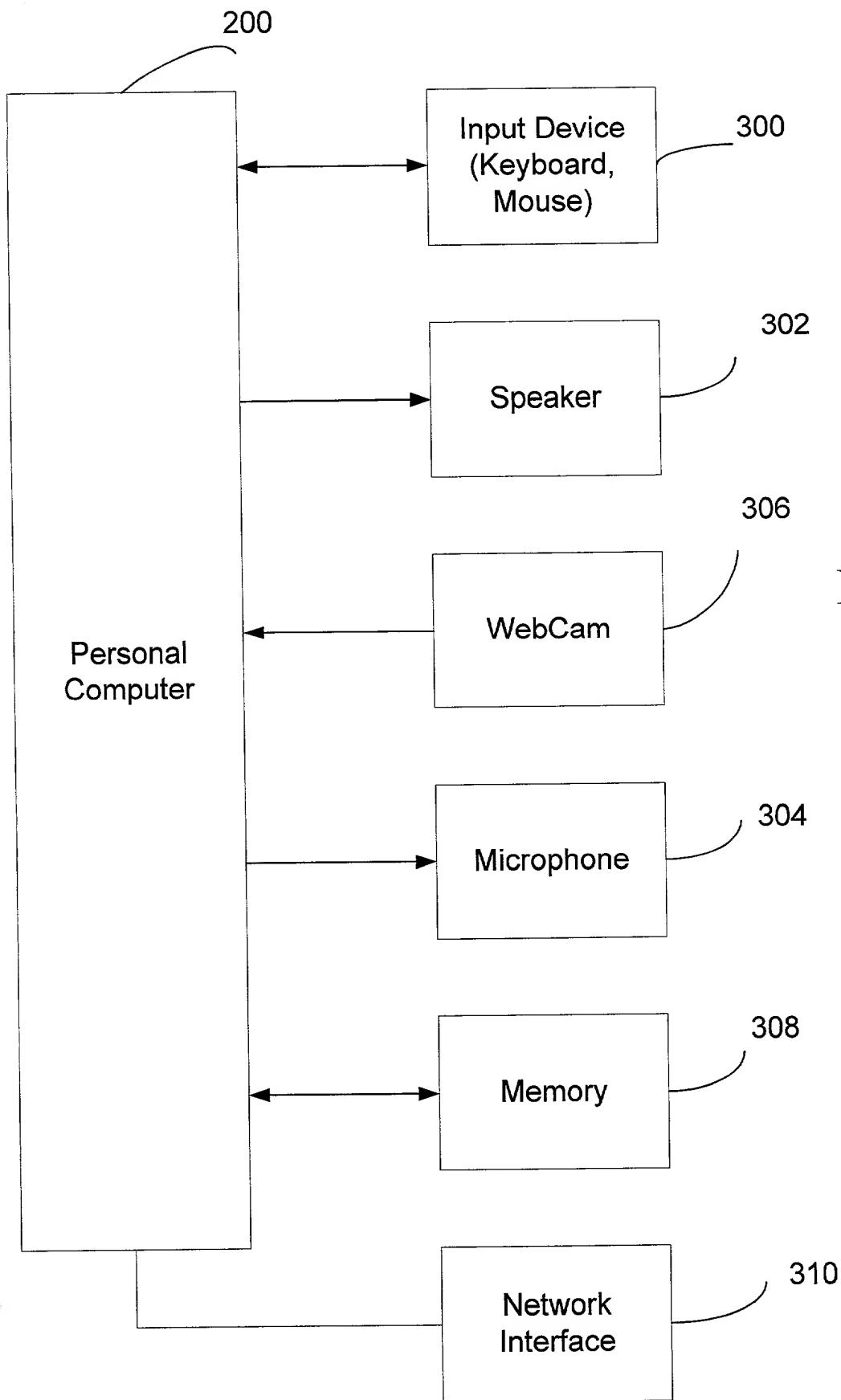


FIG. 3A

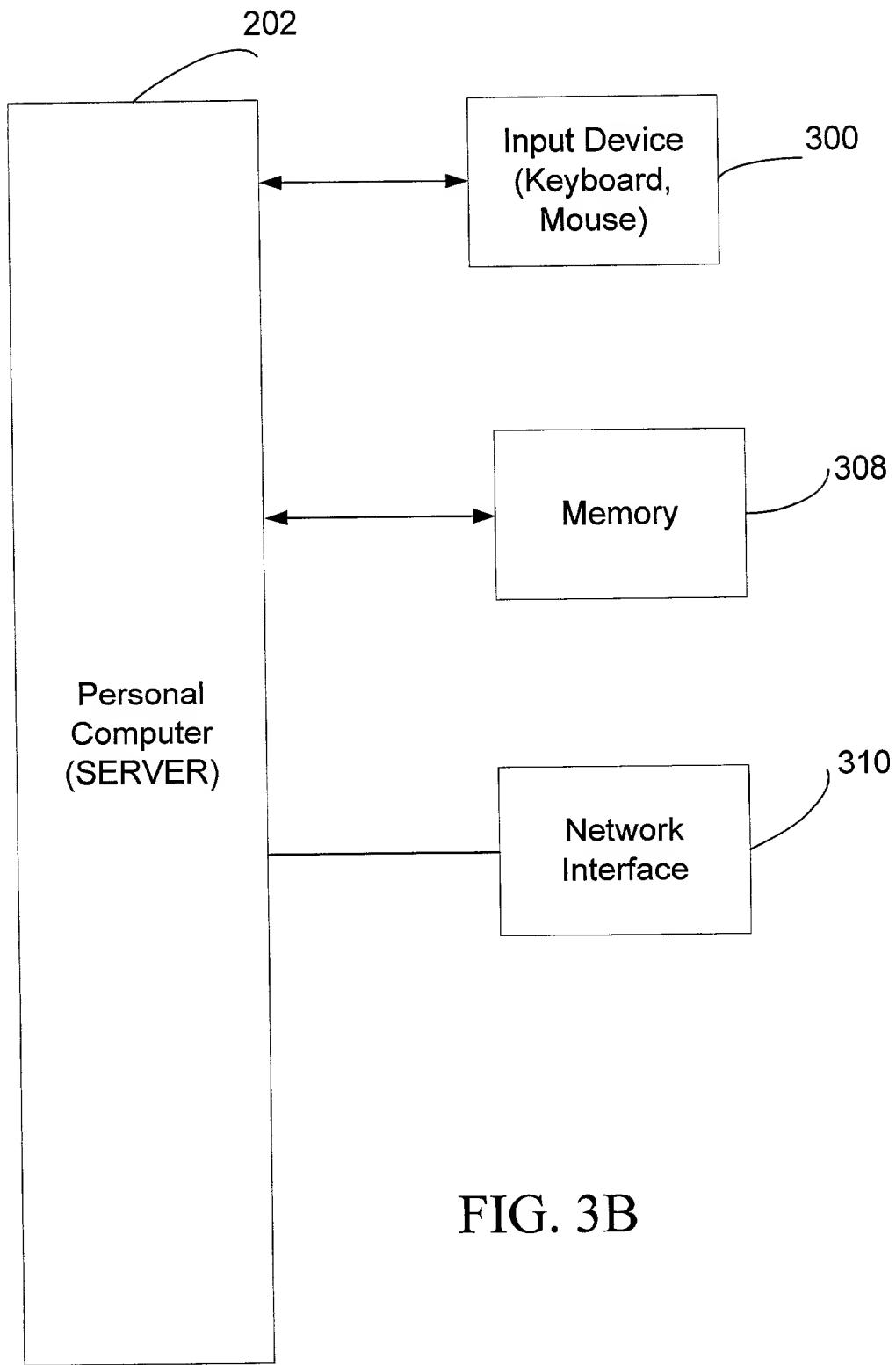


FIG. 3B

FIG. 4

**SIMULTANEOUS ACCESS
WINDOW DROP-BOX**

- WEBSITE ACCESS
- SHARED GROUP ACCESS
- INDIVIDUAL ACCESS
- LEADER ACCESS

ON-GOING GOAL SUPPORT GROUP
BEN ANDERSON, LEADER

INTERACTION MATRIX BELOW

VIDEO	VOICE	WRITTEN (MAIN)	WRITTEN (SIDE)	EXIT
RESPONSES	HIDDEN RESPONSES/MESSAGES	SAVE	CLEAR	

<u>MARY</u>	
-------------	--

<u>DICK</u>	
-------------	--

<u>BEN (LEADER)</u>	
---------------------	--

<u>SUSAN</u>	
--------------	--

<u>AMY</u>	
------------	--

<u>JEFF</u>	
-------------	--

<u>DON</u>	
------------	--

**RESPONSE MATRIX
(BELOW)**

Fill in

Replies

NO YES C -- ? Etc.

Expressions

Feeling Words

Happy Etc. Frustrated

Response Styles

Detective Magician ETC

Curative Factors

Advice Universality Cohesion Etc.
--

Other Categories

**COMMUNICATIONS/TRANSFER
CENTER (BELOW)**

- MESSAGE CENTER
- OBSERVER WINDOW
- TRANSFER BUTTON

PERSONAL ACTIVITY BOX:

SELECT/SEND	MESSAGES	NOTES	SCROLL	SEND	SAVE	CLEAR
-------------	----------	-------	--------	------	------	-------

FIG. 5A

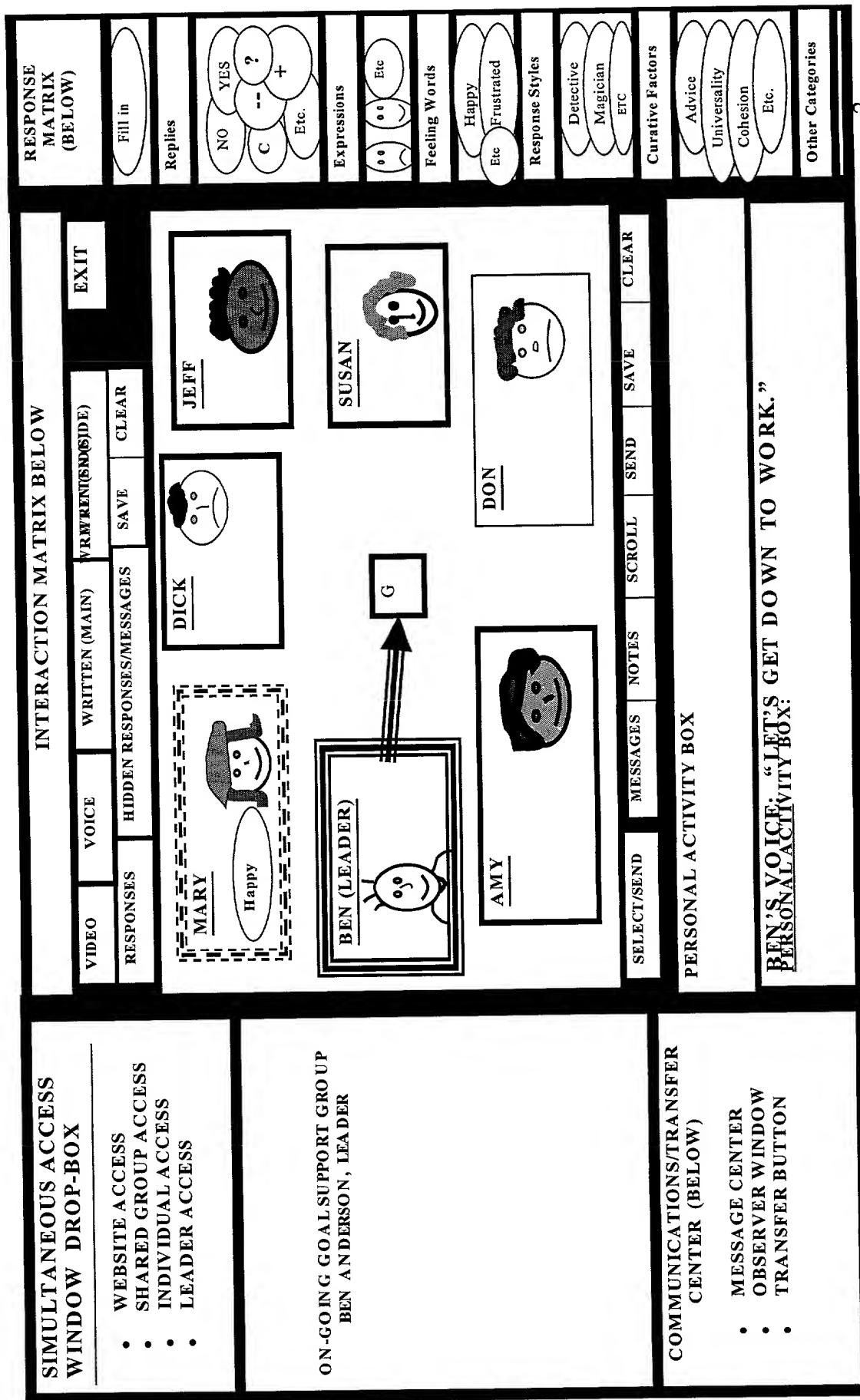


FIG. 5B

SIMULTANEOUS ACCESS

WEBSITE ACCESS

SHARED GROUP ACCESS

INDIVIDUAL ACCESS

LEADER ACCESS

ON-GOING GOAL SUPPORT GROUP

BEN ANDERSON, LEADER

COMMUNICATIONS/TRANSFER

CENTER (BELOW)

- MESSAGE CENTER
- OBSERVER WINDOW
- TRANSFER BUTTON

INTERACTION MATRIX BELOW

VIDEO	VOICE	WRITTEN (MAIN)	WRITTEN (ENDSIDE)	CLEAR
RESPONSES	HIDDEN RESPONSES/MESSAGES	SAVE		

RESPONSE MATRIX (BELOW)

Fill in	Replies	NO YES	C -- ?	Etc.
		+		

PERSONAL ACTIVITY BOX (JEFF'S BOX): HIDDEN MESSAGE: I DIDN'T DO MY HOMEWORK FOR THIS WEEK.

PERSONAL ACTIVITY BOX:

FIG. 5C

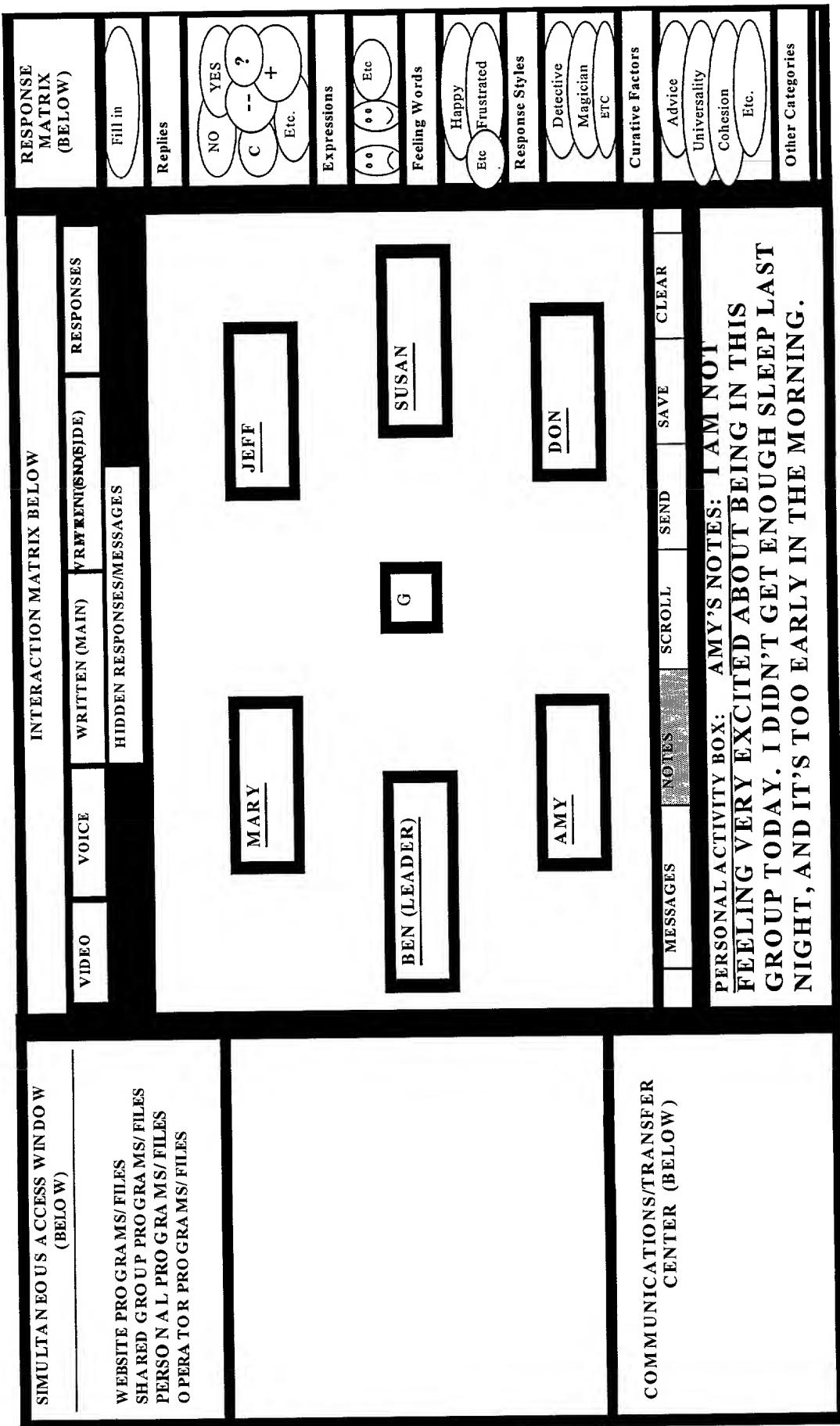


FIG. 6A

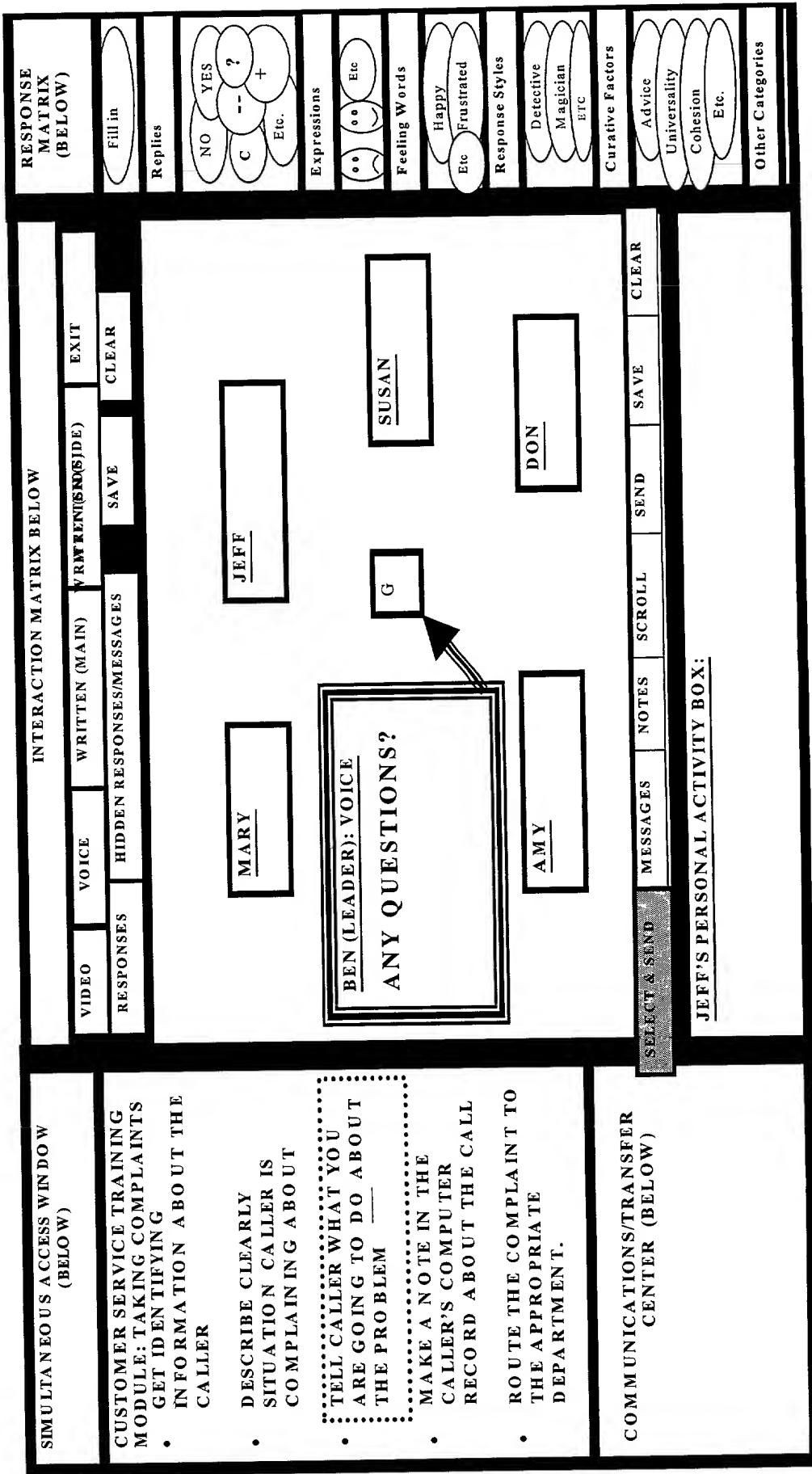


FIG. 6B

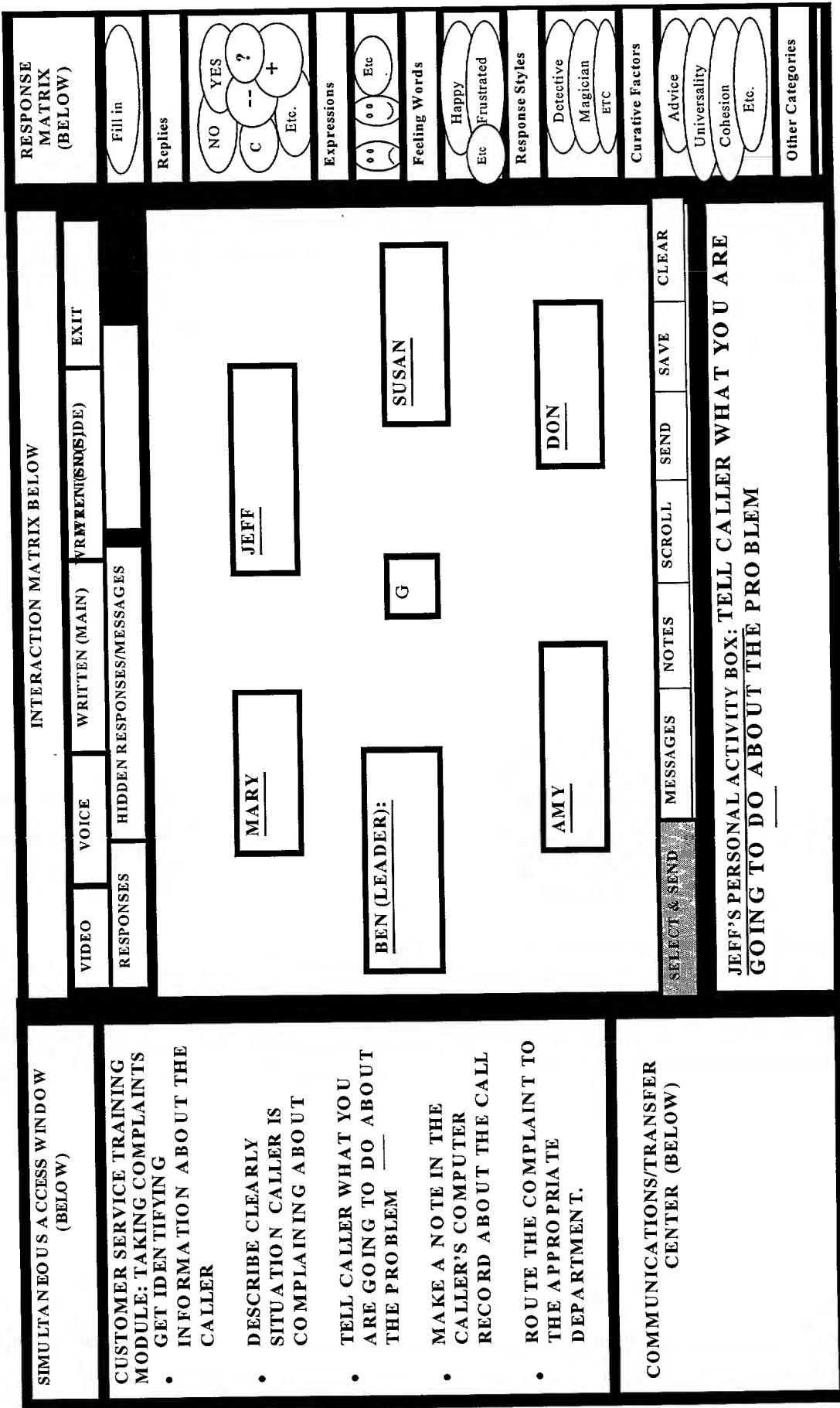


FIG. 6C

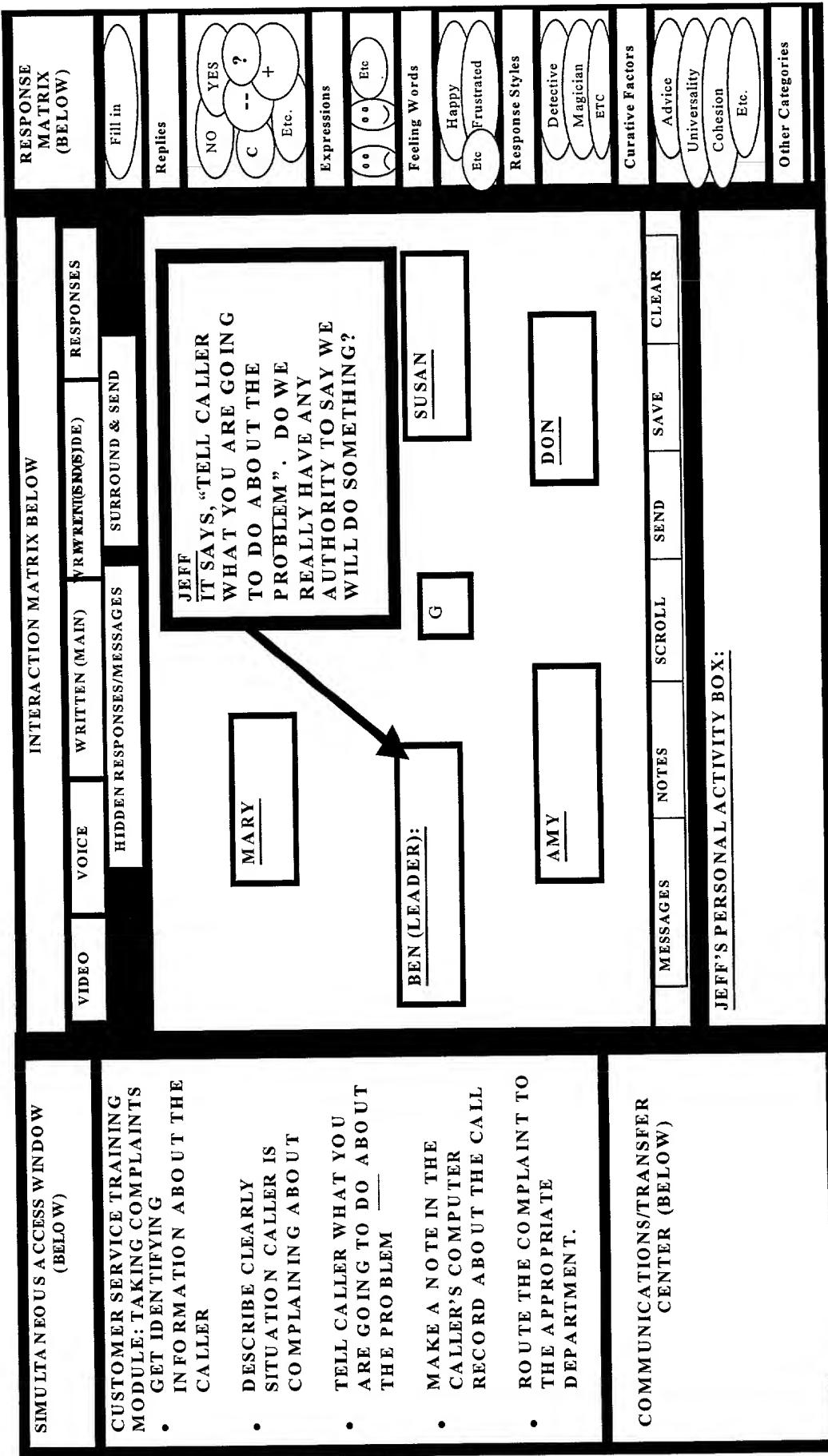


FIG. 7

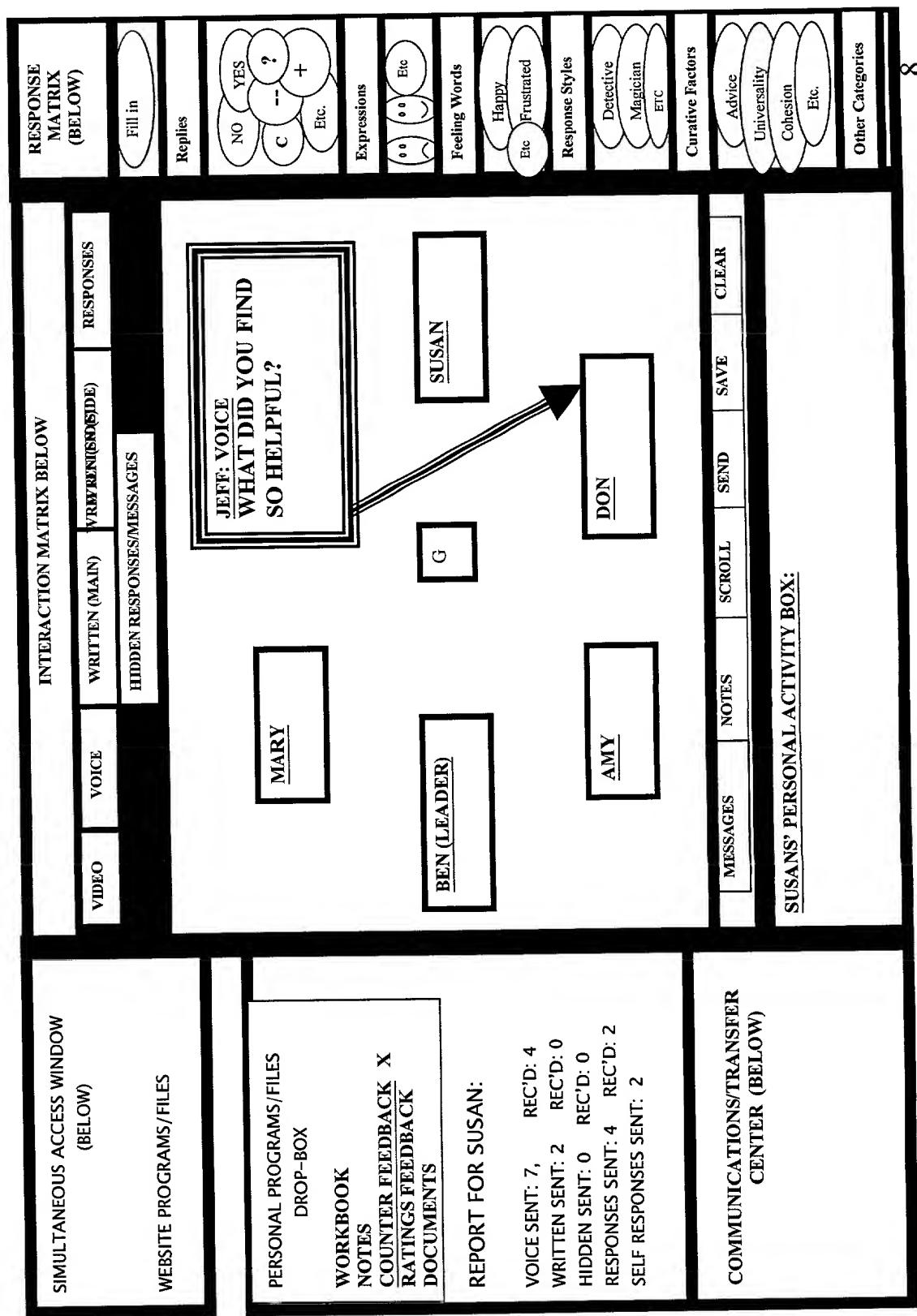


FIG. 8

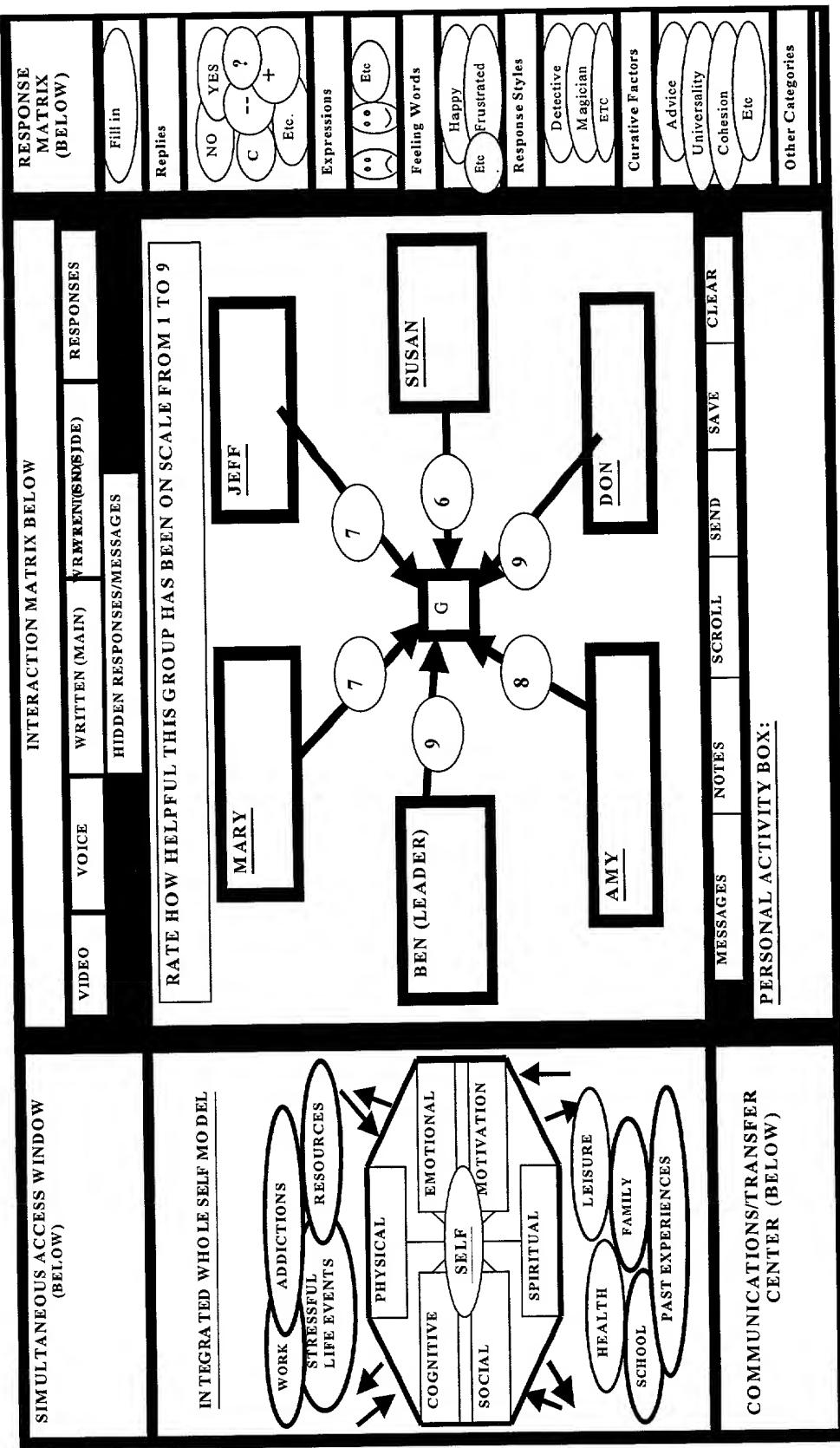


FIG. 9

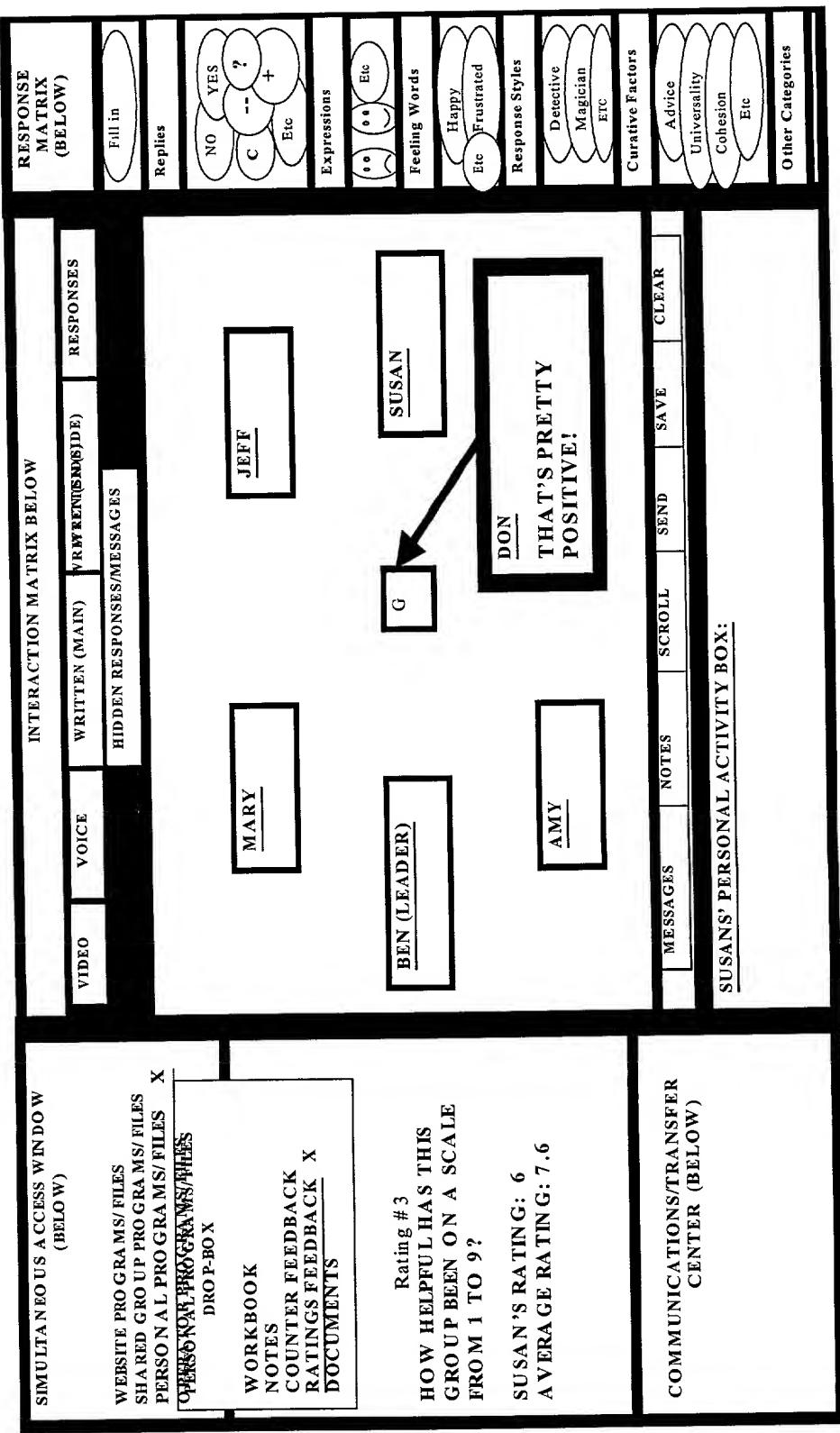


FIG. 10

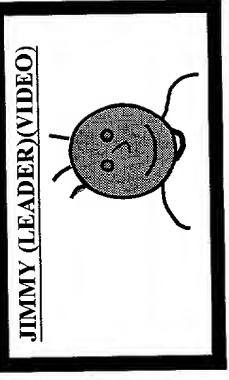
**SIMULTANEOUS ACCESS WINDOW
(BELOW)**

(GROUP PROGRAMS /CLOSED CHAT-ROOM/
PERSONAL WORKBOOK/INTERNET ACCESS/
SHARED DOCUMENTS/SCHEDULER /ETC.)

GroupOptions.com

OPEN MEMBERSHIP GOAL SUPPORT GROUP
FOCUS ON GOAL OF IMPROVING FITNESS

JIMMY (LEADER)(VIDEO)



INTERACTION MATRIX BELOW

VIDEO	VOICE	WRITTEN(SQUEALIN)	WRITTEN(SIDE)
RESPONSES	HIDDEN RESPONSES/MESSAGES		CLEAR
<u>BEN</u>	<u>MARY</u>	<u>JEFF</u>	<u>SANDY</u>
<u>AMY</u>	<u>DON:</u>	<u>G</u>	<u>BILL</u>
<u>FAYE</u>	<u>GARY</u>	<u>JIMMY (LEADER)</u>	<u>KAREN</u>

MESSAGES NOTES SCROLL SEND SAVE CLEAR

PERSONAL ACTIVITY BOX: VOICE ONLY FORMAT

**V: KAREN TO GROUP: "SEE YOU
ALL LATER. I HAVE TO GO."**

**RESPONSE MATRIX
(BELOW)**

Fill in

Replies

NO ? + YES

C Etc.

Expressions

Feeling Words

Happy Frustrated
Etc.

Response Styles

Detective Magician
ETC

Curative Factors

Advice Universality
Cohesion Etc.

Other Categories

TRANSFER

COMMUNICATIONS/TRANSFER CENTER

OBSERVER BOX

DANNY C X
JULIE W
MARGE B

FIG. 11

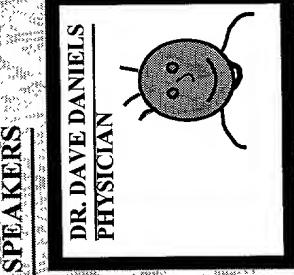
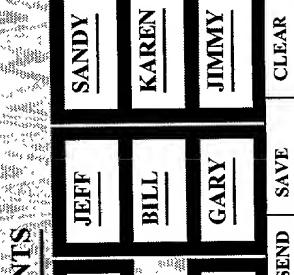
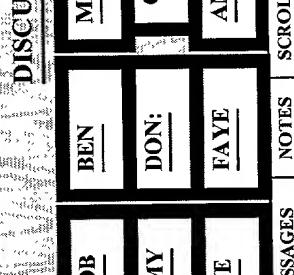
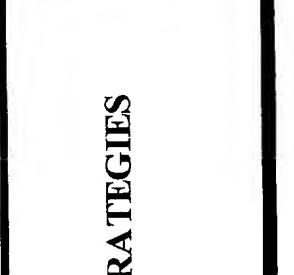
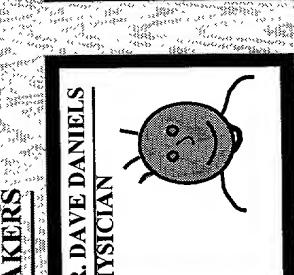
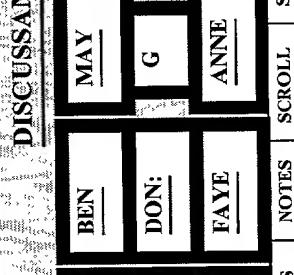
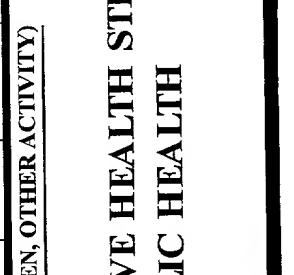
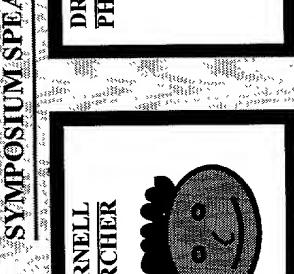
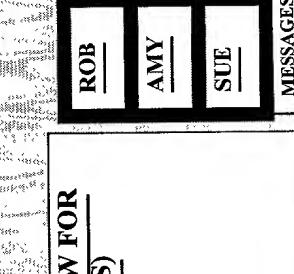
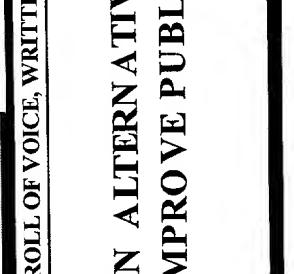
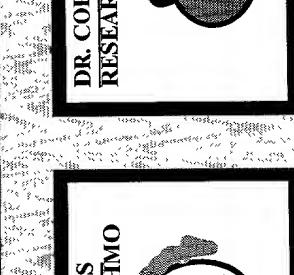
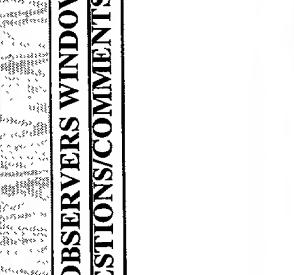
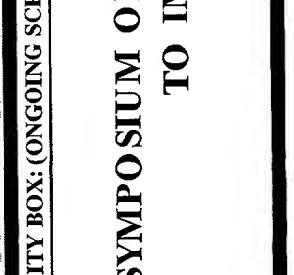
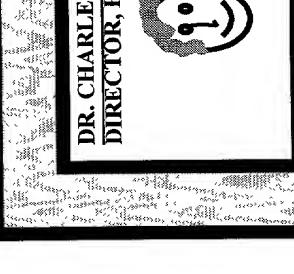
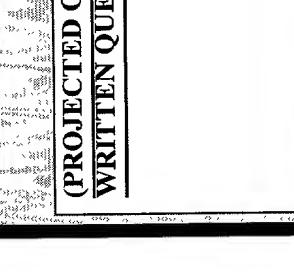
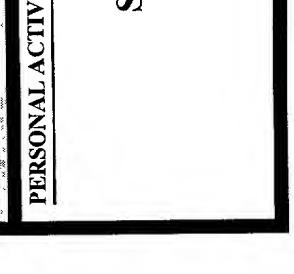
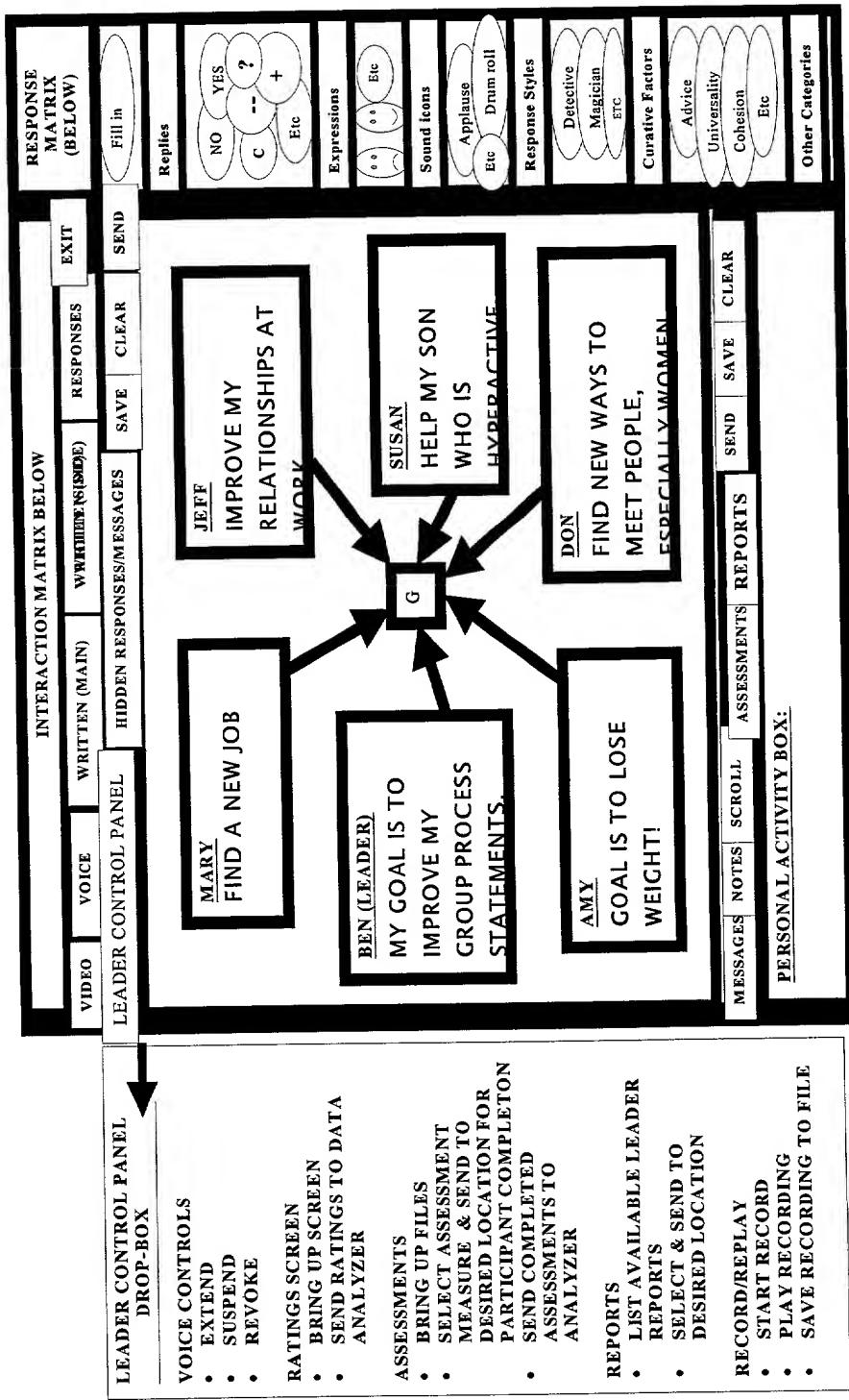
SIMULTANEOUS ACCESS WINDOW (BELOW)		INTERACTION MATRIX BELOW				RESPONSE MATRIX (BELOW)	
		VIDEO	VOICE	WRITTEN (SEQUAIN)	WRITTEN (SIDE)		
RESPONSES		HIDDEN RESPONSES/MESSAGES		CLEAR		Fill in	
		 <p>DR. SMITH-INDIGO HEALTH PSYCHOLOGIST</p>		 <p>DR. DAVE DANIELS PHYSICIAN</p>		 <p>DR. CHARLES DIRECTOR, HMO</p>	
		 <p>SYMPOSIUM SPEAKERS</p>		 <p>DISCUSSANTS</p>		 <p>PROJECTED OBSERVERS WINDOW FOR WRITTEN QUESTIONS/COMMENTS</p>	
		 <p>SYMPOSIUM BOX: (ONGOING SCROLL OF VOICE, WRITTEN, OTHER ACTIVITY)</p>		 <p>PERSONAL ACTIVITY BOX</p>		 <p>SYNTHETIC VOICE</p>	
		 <p>SYNTHETIC VOICE</p>		 <p>SYNTHETIC VOICE</p>		 <p>SYNTHETIC VOICE</p>	
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		<p>SYNTHETIC VOICE</p>		<p>SYNTHETIC VOICE</p>		<p>SYNTHETIC VOICE</p>	
		<img alt="					

FIG. 12



**TYPES OF PROGRAMS/FILES
AND MODES OF ACCESS IN SYSTEM**

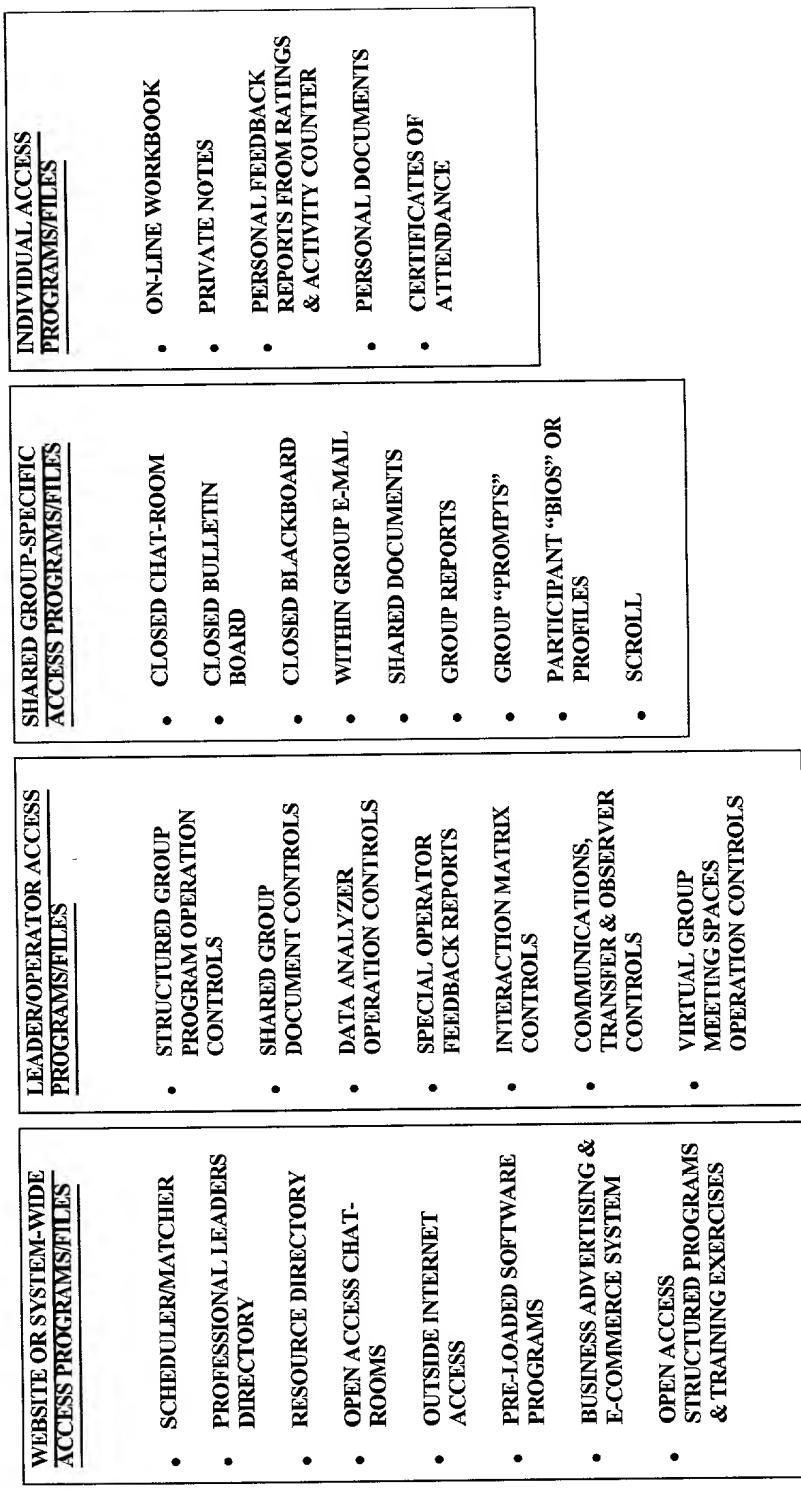


FIG. 14

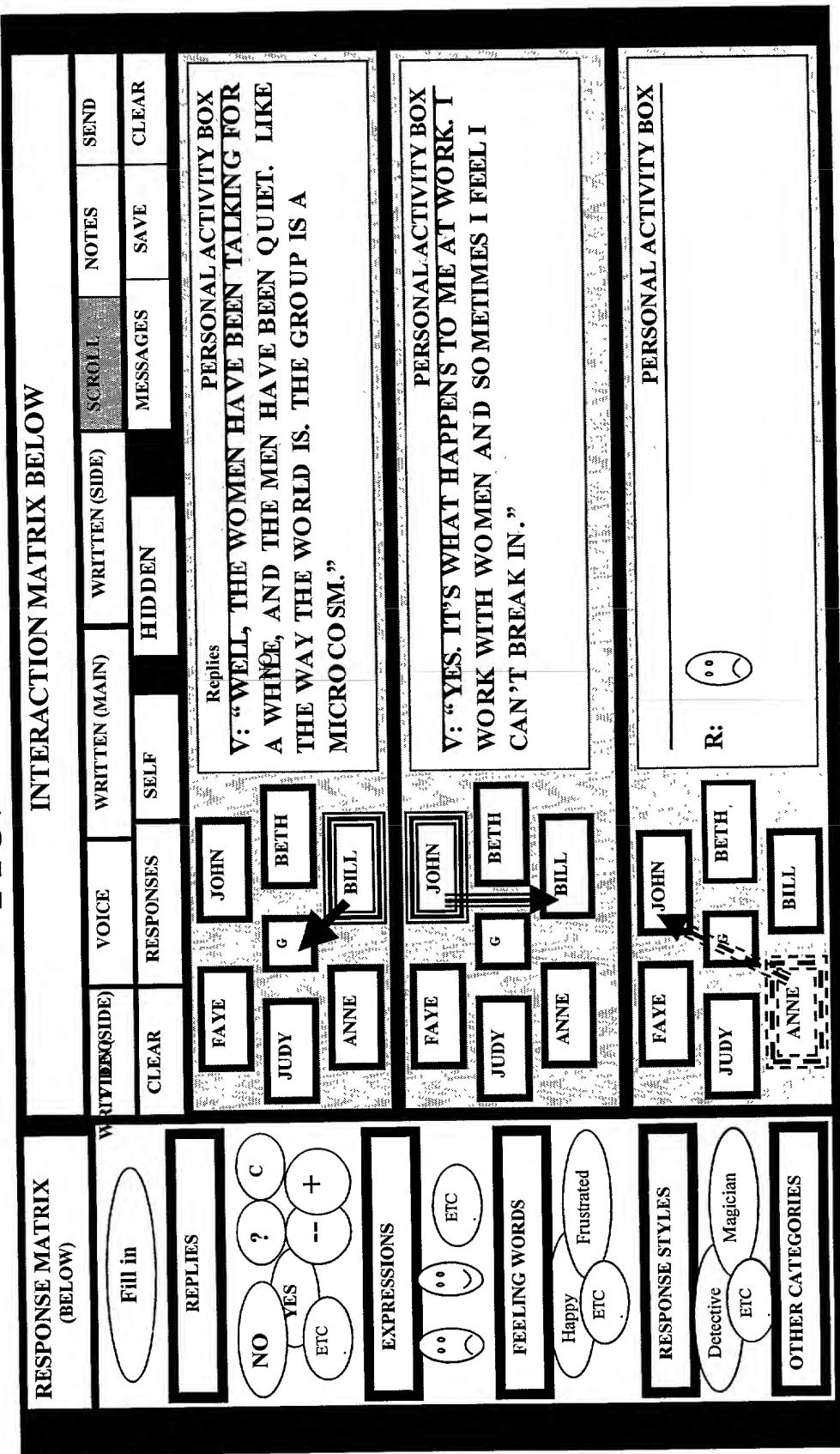


FIG. 15

INTERACTION MATRIX BELOW		RESPONSE MATRIX (BELOW)		
VIDEO	VOICE	WRITTEN (MAIN)		WRITTEN (SIDE)
CLEAR	RESPONSES	SELF	HIDDEN	
SCROLL	MESSAGES	NOTES	SEND Replies	SAVE
				CLEAR
G	JOHN'S SCREEN	Personal Activity Box		
FAYE	JOHN	BETH		
JUDY	ANNE	BILL		
ACCESS/ACTIVITY BOX: TEXT ONLY SCROLL FORMAT				
<u>HM: ANNE TO JOHN (ACTUAL MESSAGE APPEARS IN JOHN'S ACTIVITY BOX ONLY)</u>				
<u>V: BETH TO BILL: "BILL, WHY DID YOU RATE YOURSELF SO LOW—ONLY A THREE?"</u>				
<u>V: BILL TO BETH: "I DIDN'T REALLY DO MUCH OF ANY WORK ON MY GOAL."</u>				
<u>S: FAYE:</u>				
				

SIMULTANEOUS ACTION DISPLAY WINDOW (BELOW)

POST-GROUP QUESTIONNAIRE

Question 1: (Rating Others) HOW HELPFUL WAS EACH GROUP MEMBER TODAY?
1 = not at all helpful, 7 = extremely helpful

1. Beth -----
2. Amy -----
3. Dave -----
4. Susan (This is the member filling out form. Member does not rate self.)

Question 2: (Rating Self) HOW MUCH PROGRESS OVERALL DID YOU MAKE ON YOUR GOALS OVER THE PAST WEEK? 1 = almost none, 7 = great progress Rate here -----

Question 3: (Rating Group) HOW SATISFIED ARE YOU WITH TODAY'S GROUP MEETING?

1 = not at all satisfied, 7 = extremely satisfied Rate here -----

Question 4: How much progress did you make on your homework over the past week?
1 = almost none, 7 = great progress Rate here -----

Question 5: **RESPONSE** Set some specific homework goals for this week? If so, what are they?

Question 6: Do you have anything you want to let the leaders know before the next group meeting?

JEFF

INTERACTION MATRIX BELOW				Response Matrix Below (Drop-Box) (4)				
	Video	Voice	Open Written	Hidden Written	Responses			
COMMUNICATIONS CONTROL CENTER (Drop-Box for different message systems below)	BEN (Leader): OKAY, FOLKS. PLEASE FILL OUT THE POST-GROUP QUESTIONNAIRE.				Fill in YES NO -- + C ? detective magician etc.			
Virtual Private Office (VPO) Door Below (3)	DAVID BELNER MESSAGE YES WAITING: NO				SUSAN			
MESSAGES FROM VPO DOOR BELOW	AMY				DAVE: I'm ready			
	(Ben clicks on David's name. His message follows): Hey Ben, how long are you going to be in that group meeting? David				(Ben sends message back): We finish at 5 p.m. Will you still be here then? Ben			
	MESSAGES NOTES SCROLL				Ben's Personal Activity Box:			

FIG. 16A

FIG. 16B

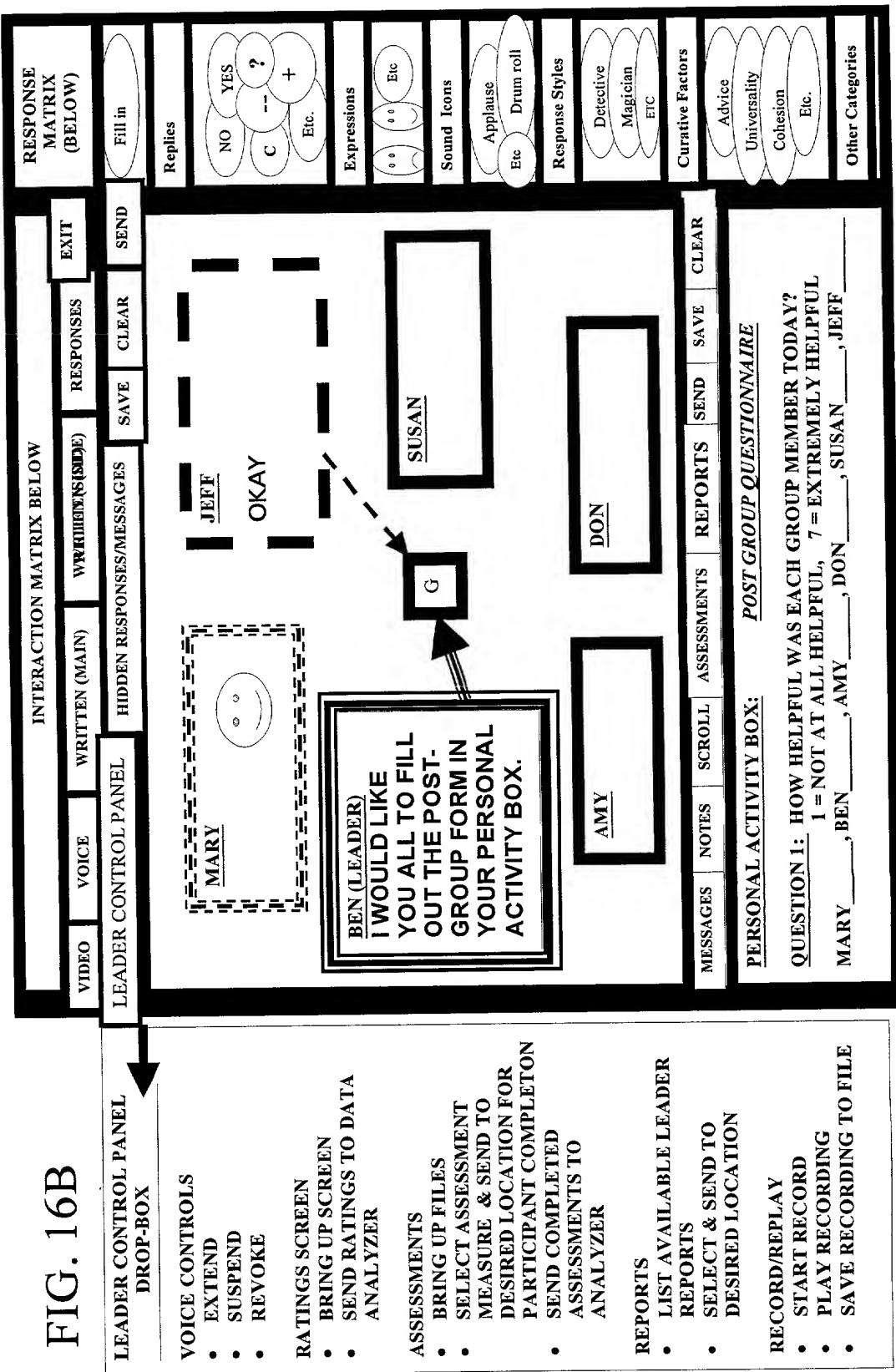


FIG. 16C

LEADER'S POST-GROUP FEEDBACK REPORT

Question 1 (Rating Others) HOW HELPFUL WAS EACH GROUP MEMBER TODAY?

1 = not at all helpful, 7 = extremely helpful

Rating Grid		Average actor ratings			
XXXXXX	Beth	Amy	Dave	Susan	XXXXXXX
Beth	X	6	4	2	4
Amy	5	X	4	3	4
Dave	3	7	X	3	4.33
Susan	4	6	7	X	5.66

4 6.33 5 2.66 GM = 4.5
Average partner ratings

Question 2 (Rating Self) HOW MUCH PROGRESS OVERALL DID YOU MAKE ON YOUR GOALS OVER THE PAST WEEK? 1 = almost none, 7 = great progress

Beth ____ Amy ____ Dave ____ Susan ____ Average Rating ____ 6 ____

Question 3 (Rating Group) HOW SATISFIED ARE YOU WITH TODAY'S GROUP MEETING?

1 = not at all satisfied, 7 = extremely satisfied

Beth ____ 6 ____ Amy ____ 3 ____ Dave ____ 6 ____ Susan ____ 6 ____ Average
Rating ____ 5.2 ____

Question 4: How much progress did you make on your homework over the past week?

1 = almost none, 7 = great progress
Beth ____ , Amy ____ 5 ____ , Dave ____ 6 ____ , Susan ____ 5 ____ , Average Rating
5.7 ____

Question 5: Did you set some specific homework goals for this week? If so, what are they?

Beth Monitor my behaviors more carefully _____

Amy _____

Dave _____

Susan _____

Question 6: Do you have anything you want to let the leaders know before the next group meeting?

Beth _____

Amy I don't feel like I'm getting much out of the group lately. _____

Dave _____

Susan _____

FIG. 17A

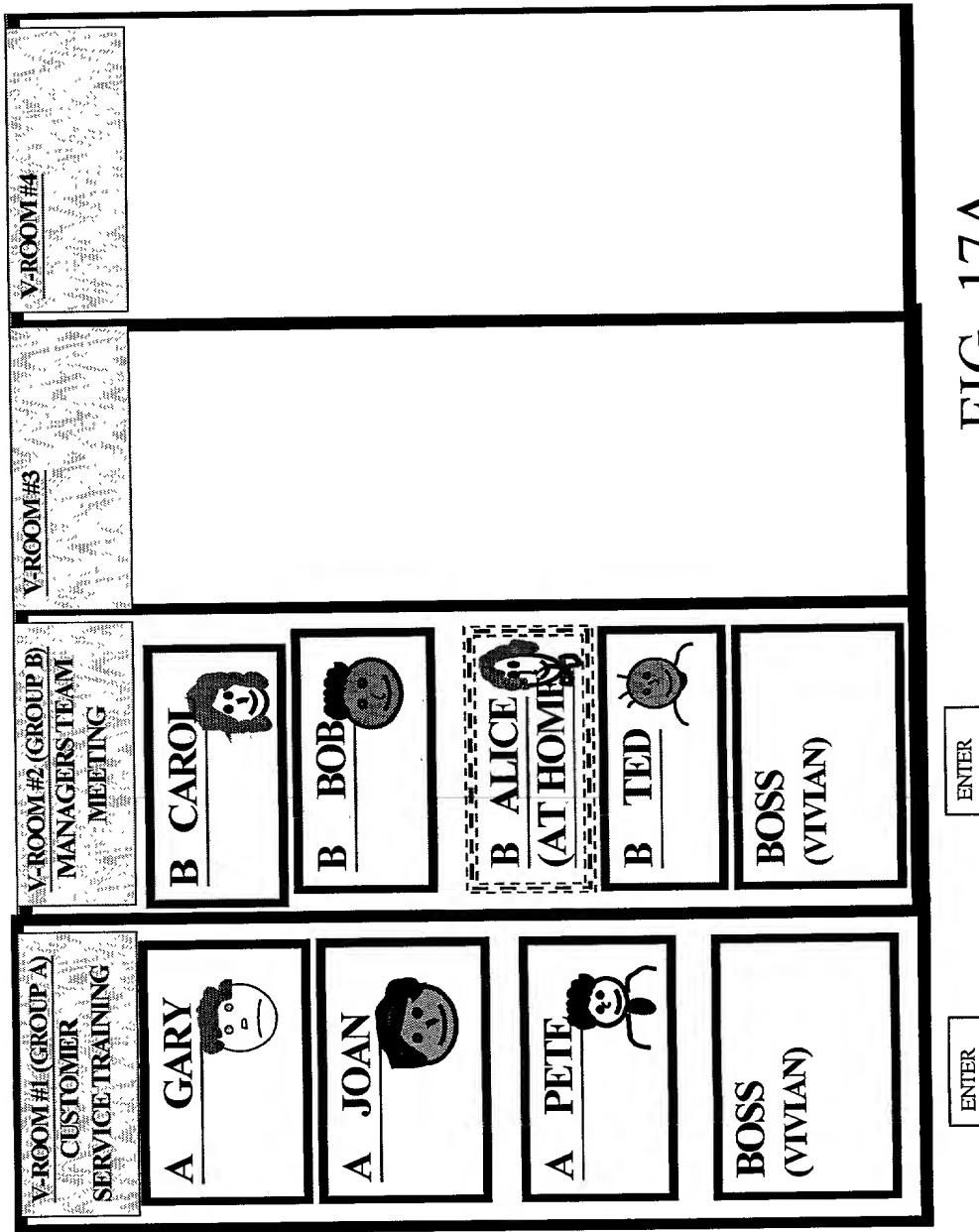
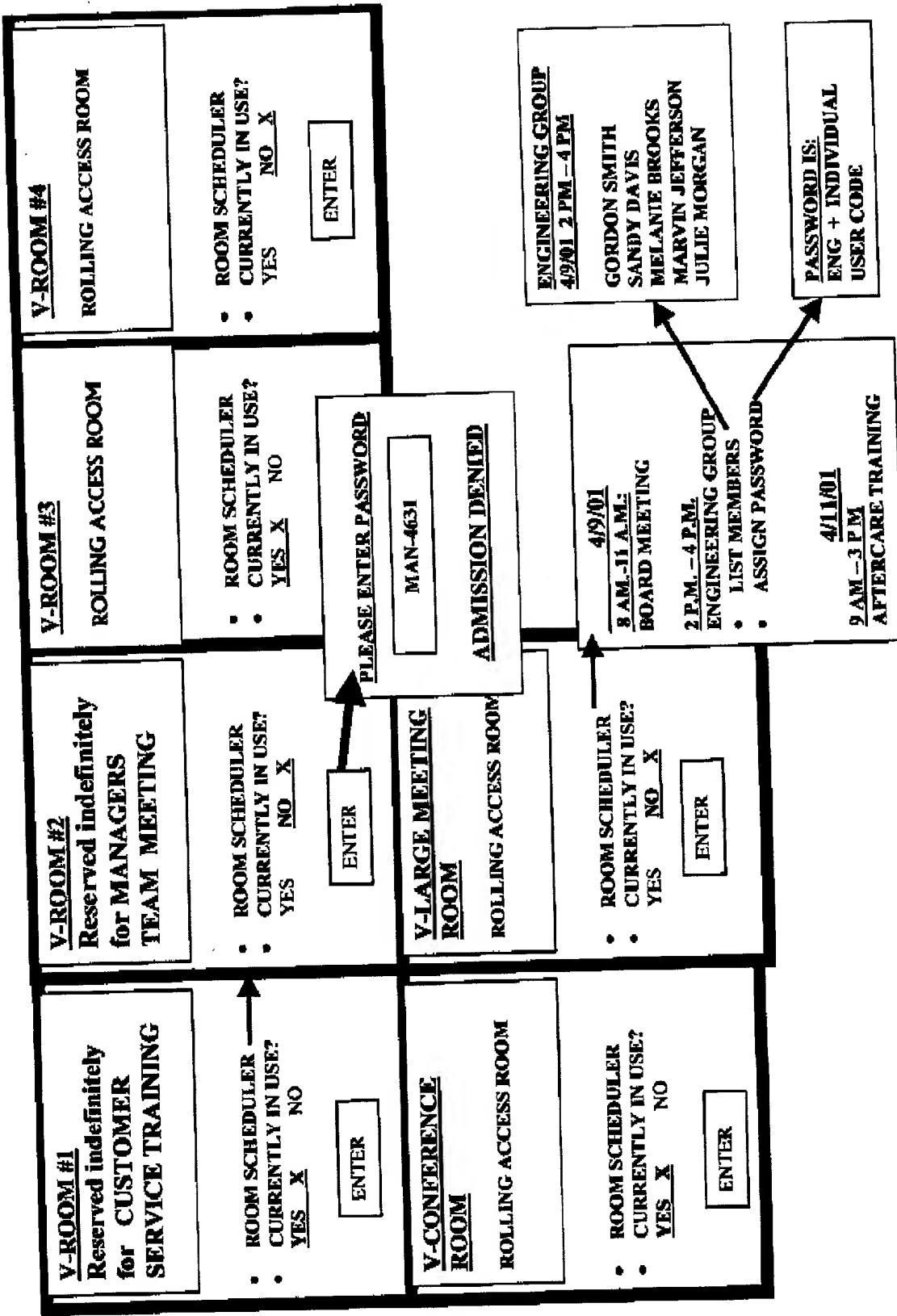


FIG. 17B



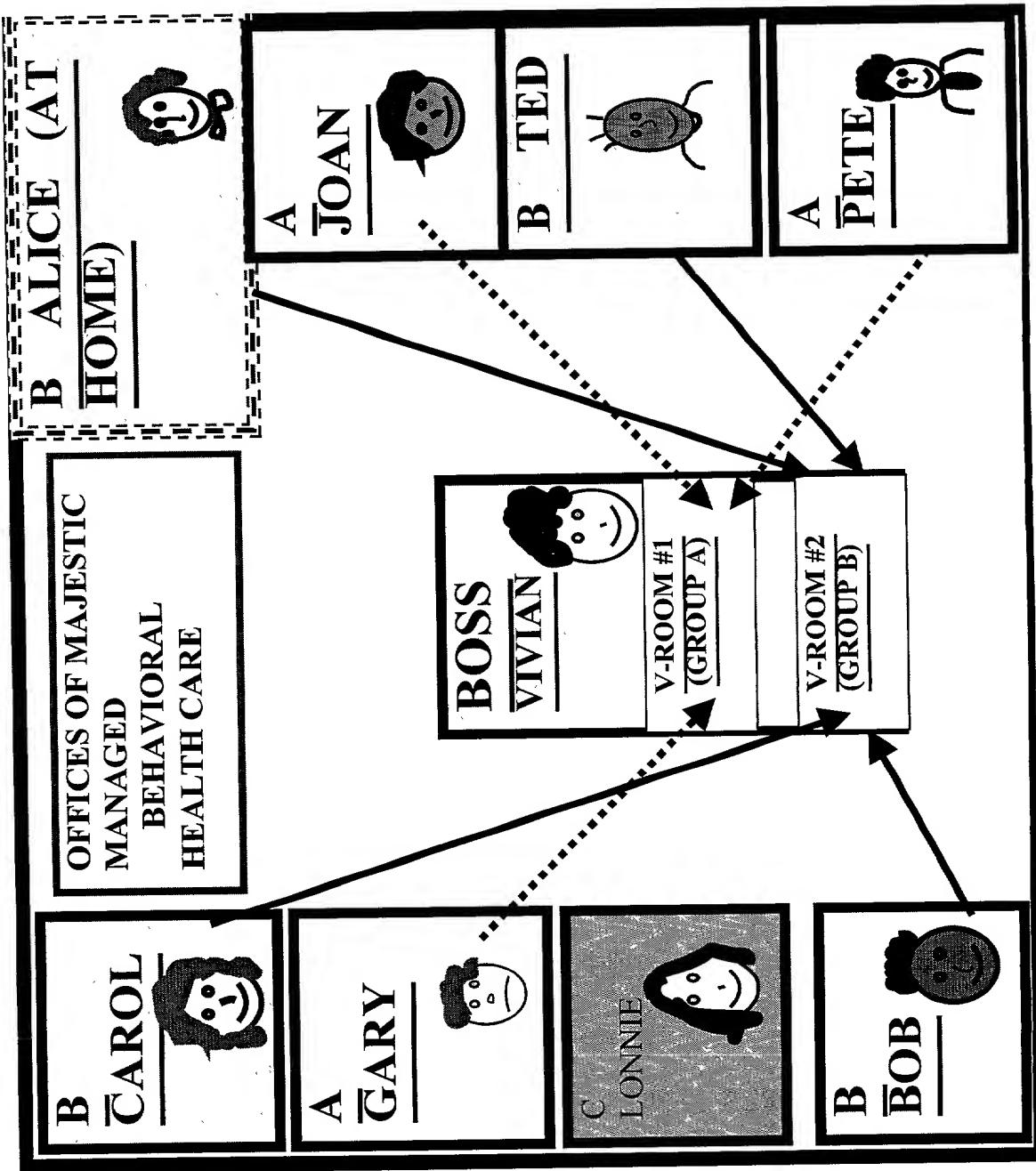


FIG 18

SIMULTANEOUS ACCESS WINDOW (BELOW)

MAJESTIC MBHC

(GROUP A)

CUSTOMER SERVICE TRAINING MODULE (TAKING COMPLAINTS)

GET IDENTIFYING INFORMATION

- ABOUT THE CALLER
- DESCRIBE CLEARLY SITUATION
- CALLER IS COMPLAINING ABOUT
- TELL CALLER WHAT YOU ARE GOING TO DO ABOUT THE PROBLEM
- MAKE A NOTE IN THE CALLER'S COMPUTER RECORD ABOUT THE CALL
- ROUTE THE COMPLAINT TO THE APPROPRIATE DEPARTMENT. 406

INTERACTION MATRIX BELOW

VIDEO	VOICE	WRITTEN(SIDE/MAIN)	WRITTEN(SIDE)
RESPONSES	HIDDEN RESPONSES/MESSAGES	CLEAR	

RESPONSE MATRIX (BELOW)

GARY	PETE	JOAN	G	BOSS VIVIAN
-------------	-------------	-------------	----------	--------------------

PETE'S VOICE: NOW LET'S GO INTO A ROLE-PLAY TO PRACTICE THIS METHOD OF TAKING COMPLAINTS.

PERSONAL ACTIVITY BOX:

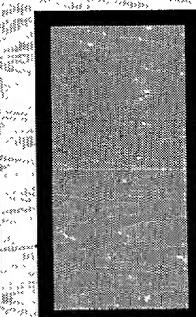
COMMUNICATIONS TRANSFER CENTER
VIVIAN'S MESSAGES AT GROUP ROOM "DOOR"

DOTTIE DAVENPORT
 MESSAGE: YES WAITING YES

MESSAGE: *I NEED TO TALK TO YOU RIGHT AWAY.*

MESSAGES **NOTES** **SCROLL** **SEND** **SAVE** **CLEAR**

FIG. 19

SIMULTANEOUS ACCESS WINDOW (BELOW)		INTERACTION MATRIX BELOW					
		VIDEO	VOICE	WRITTEN (MAIN)	WRITTEN (SIDE)		
MAJESTIC MBHC (V-ROOM #1)		RESPONSES	HIDDEN RESPONSES/MESSAGES	CLEAR			
(GROUP A)		 GARY  JOAN  PETE  BOSS VIVIAN  G					
CUSTOMER SERVICE TRAINING MODULE (TAKING COMPLAINTS)		ROLE-PLAY #1 <p>ANGRY CALLER STATES THAT THE THERAPIST TO WHOM SHE WAS REFERRED REFUSED TO GIVE HER AN EVENING APPOINTMENT AS PROMISED.</p>					
		MESSAGES	NOTES	SCROLL	SEND	SAVE	CLEAR
		COMMUNICATIONS/TRANSFER CENTER VIVIAN'S MESSAGES AT GROUP ROOM "DOOR" <p>DOTTIE DAVENPORT MESSAGE: YES WAITING YES</p> <p>VIVIAN'S MESSAGE TO DOTTIE: <i>I WILL JUST BE A FEW MORE MINUTES, AND THEN I'LL CALL YOU AT YOUR OFFICE.</i></p>					

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FIG. 20

MAJESTIC MBHC (V-ROOM #2)

(GROUP B)

MANAGERS TEAM MEETING:
CLAIMS PROCESSING

PURPOSE: TO DISCOVER WHY SO MANY CLAIMS ARE GETTING KNOCKED OUT AND TO FIGURE OUT A WAY TO FIX THE PROBLEM.
(CAROL WROTE THIS)

SIMULTANEOUS ACCESS WINDOW (BELOW)

VIDEO	VOICE	WRITTEN (EMAIL)	WRITTEN (SIDE)
RESPONSES	HIDDEN RESPONSES/MESSAGES	CLEAR	

INTERACTION MATRIX BELOW

RESPONSE MATRIX (BELOW)

ALICE:
(Authorizations)

BOB: (Computers)

CAROL: (Claims)

VIVIAN (BOSS)
HI GUYS.

G

MESSAGES **NOTES** **SCROLL** **SEND** **SAVE** **CLEAR**

COMMUNICATIONS/TRANSFER CENTER (BELOW)

CAROL'S VOICE: "I'VE BEEN ASSIGNED THE POSITION OF "TEAM LEADER" FOR THIS ONE. WE'RE SUPPOSED TO FIGURE OUT WHY WE HAVE SO MANY KNOCKED OUT CLAIMS AND COME UP WITH A PLAN TO FIX THE PROBLEM. I'LL WRITE OUR PURPOSE IN ON OUR MINUTES FORM. IS EVERYBODY ON BOARD?"

FIG. 21A

SIMULTANEOUS ACCESS WINDOW (BELOW)
(GROUP PROGRAMS / CLOSED CHAT-ROOM / PERSONAL WORKBOOK / INTERNET ACCESS / SHARED DOCUMENTS / SCHEDULER / ETC.)

MAJESTIC MBHC (V-ROOM #2)
(GROUP B)

MANAGERS TEAM MEETING: CLAIMS PROCESSING

PURPOSE: TO DISCOVER WHY SO MANY CLAIMS ARE GETTING KNOCKED OUT AND TO FIGURE OUT A WAY TO FIX THE PROBLEM. (CAROL WROTE THIS.)

COMPUTERS: A BIG PROBLEM IS PEOPLE ENTER THE DATA INCORRECTLY. (BOB WROTE THIS.)

AUTHORIZATIONS: THE PEOPLE WHO SET UP THE APPOINTMENTS NEED BETTER COMPUTER MANUALS THAT SPELL OUT CLEARLY HOW TO ENTER THE DATA. (ALICE WROTE THIS.)

COMMUNICATIONS/TRANSFER CENTER (BELOW)

INTERACTION MATRIX BELOW

		VIDEO	VOICE	WRTN/REFNG/EM (MAIN)	WRTN (SIDE)
RESPONSES				HIDDEN RESPONSES/MESSAGES	CLEAR
		RESPONSE MATRIX (BELOW)			

ALICE: (Authorizations)

BOB: (Computers)

CAROL: (Claims)

VIVIAN (BOSS)
NOT PRESENT

G

ALICE'S VOICE: "YOU NEVER WANT TO ACCEPT ANY RESPONSIBILITY FOR HOW MESSED UP THE COMPUTER SYSTEM IS, OR HOW LOGICAL IT PERSONAL ACTIVITY BOX:

MESSAGES	NOTES	SCROLL	SEND	SAVE	CLEAR
----------	-------	--------	------	------	-------

FIG. 22

STRUCTURED GROUP PROGRAM COMPONENT BELOW	PROGRAM #1: (<i>DEFAULT PROGRAM</i>) GROUP-SUPPORTED GOAL ATTAINMENT PROGRAM	PROGRAM #2: (<i>SAMPLE NEW STRUCTURED GROUP PROGRAM</i>) GROUP-SUPPORTED SOCIAL SKILLS TRAINING PROGRAM
<u>PRESENTATION MATERIALS</u> (e.g. VIDEOS, TEXT, SLIDES, PHOTOS, LECTURE MATERIAL)	e.g. LECTURE MATERIAL ABOUT THE WHOLE PERSON MODEL AND HOW TO FIGURE OUT WHAT GOALS WOULD MEET THE NEEDS OF THE "WHOLE PERSON".	e.g. LECTURE MATERIAL ABOUT DIFFERENT TYPES OF SOCIAL SKILLS, INCLUDING MAKING A REQUEST, SAYING "NO", MEETING SOMEONE NEW, AND ACTIVE LISTENING SKILLS.
<u>TRAINING EXERCISE PACKAGE</u> (e.g. ROLE-PLAYING EXERCISES, ETC.)	e.g. EXERCISES PRACTICING DIFFERENT WAYS OF RESPONDING IN A GROUP	e.g. PRESENTING DIFFERENT SOCIAL SITUATIONS AND MODELING APPROPRIATE BEHAVIOR.
<u>PROMPTS</u>	e.g. PROMPTS CONSISTING OF STATEMENTS FOCUSED ON GROUP PROCESS AND GETTING A PARTICIPANT "UNSTUCK".	e.g. STATEMENTS THAT MAKE SUGGESTIONS TO A PARTICIPANT IN A ROLE-PLAY EXERCISE TO FACILITATE AN EFFECTIVE RESPONSE.
<u>ASSESSMENTS & FEEDBACK REPORTS</u>	e.g. POST-GROUP QUESTIONNAIRE	e.g. SOCIAL ANXIETY INVENTORY WHICH ASSESSES LEVEL OF ANXIETY IN SOCIAL SITUATIONS
<u>RESPONSE MATRIX VOCABULARIES</u>	e.g. FACIAL EXPRESSION ICONS, RESPONSE STYLE ICONS, SOUND ICONS, REPLY ICONS	e.g. TERMS ADDRESSING FACATORS TO CONSIDER WHEN RESPONDING ASSERTIVELY, LIKE "OBJECTIVES", "RIGHTS", "RESPECT", ETC.
<u>WORKBOOK</u>	e.g. GOAL ATTAINMENT SCALING TOOLS THAT HELP PEOPLE CHOOSE WHAT GOALS THEY WANT TO PURSUE & BREAK THE GOALS DOWN INTO STEPS	e.g. HOMEWORK ASSIGNMENTS THAT INSTRUCT PARTICIPANTS TO SEEK OUT A PARTICULAR SITUATION IN THE "REAL WORLD", PRACTICE NEWLY LEARNED SKILLS, & SELF-RATE PERFORMANCE

FIG. 23A

Sample Sections from Goal Attainment Strategies Workbook
For Three Group Members—Section #1

STATED GOAL	AMY	MARY	SUSAN
Steps for reaching goal	<p>Lose weight</p> <p>1st—write down all foods eaten for one week.</p> <p>2nd—write out diet for the following week.</p> <p>3rd—Plan an exciting outing at the end of successful dieting week.</p>	<p>Find better job.</p> <p>1st—Read several books on the topic of changing jobs.</p> <p>2nd—Send out at least two resumes per week on jobs that look good.</p> <p>3rd—Make telephone calls to companies that are interesting and inquire about possible position openings.</p>	<p>Help child with ADHD</p> <p>1st—Make appt with child's teacher to discuss school problems.</p> <p>2nd—Come up with mutual plan for getting homework under control (e.g. set time, place, rewards for homework completion)</p> <p>3rd—Find some activity that can be done as family to reinforce child's strengths.</p>

FIG. 23B

Sample Sections from Goal Attainment Strategies Workbook
For Three Group Members—Section #2

STATED GOAL	AMY	MARY	SUSAN
Changes that will be required to different aspects of my “whole self” in order to accomplish my goal	<p>Physical: I will have to get my mind in more control, less unconscious eating.</p> <p>Emotional: I will have to stop eating when I’m feeling anxious & find other ways to deal with anxiety.</p> <p>Cognitive: I will have to stop thinking negative thoughts about myself.</p> <p>Interpersonal: I will have to find friends who will support me in my desire to stop eating junk food.</p> <p>Motivational: I will have to think of other rewards besides eating the wrong kinds of foods.</p> <p>Spiritual: I will have to meditate more and ask for strength and guidance if I am ever gone to reach my goal.</p>	<p>Physical: It’s stressful looking for a good job. I need to do regular exercise to keep anxiety under control.</p> <p>Emotional: I need to practice meditation and systematic relaxation in order to keep the tension from building up.</p> <p>Cognitive: I need to avoid negative thinking.</p> <p>Interpersonal: I need to meet new friends and do some “networking” to find out what else is out there.</p> <p>Motivational: I need to think of ways to reward myself when I make myself do uncomfortable things.</p> <p>Meaning: I need to accept that finding a new job is very important to me, but not overdo it with feelings of worthlessness if it doesn’t happen quickly.</p>	<p>Physical: I need to take care of myself, because if I don’t I just get frazzled and irritable and that doesn’t help. Good diet, exercise, and sleep are essential.</p> <p>Emotional: I will have to stop ruminating all the time about this problem. I need to have a life outside of this problem.</p> <p>Cognitive: Only allow myself to think about this problem at predetermined times.</p> <p>Interpersonal: Stop talking to friends and family about problem, as it doesn’t help.</p> <p>Motivational: I’m already very motivated to work on this problem. Probably too much so. I need to CHILL.</p> <p>Philosophical: I know that I will look back on this sometime and realize I was making way too much of a big deal about it. Get some perspective.</p>

FIG. 24A

SAMPLE GROUP INTERACTION TRAINING MODULE—PAGE 1

Overview:

This module will begin with the “professor” explaining that there are different ways people can respond to the statements or requests of others. These types of responses can be represented by different “characters” to aid in understanding.

Then the professor will interview several people who make an initial statement about a goal or problem or experience. Then the response grid will appear again and people can click on each character to see what type of response each character would make.

After several demonstrations, participants will be asked to take turns being the “speaker” and other people will be asked to take turns responding according to the different response types. Other participants will guess the response type that is being portrayed. The participants will be given a list of potential initial statements, or they may choose one of their own. Participants may choose to carry on with one conversation line for a while, stopping to determine what types of responses are being made.

It is recommended that participants practice making all types of responses. They will also be encouraged to think about what types of responses they prefer to get from others (when they are the speaker) and what types of responses they feel most comfortable making. Participants are encouraged to ask each other questions about how it feels to give and receive different types of responses.

Demonstration:

Speaker: “I spent all that time interviewing and negotiating for that job, and now they say there isn’t even a position any more. I can’t go back to square one!”

FIG. 24B

SAMPLE GROUP INTERACTION TRAINING MODULE—PAGE 2

DETECTIVE	MAGICIAN	FOREMAN	JUDGE
Icon: Inspector Gadget Type Character M.O.: Eager to track down the facts of the case—grills for details. Response: “At what point did you suspect that something was wrong? Did they tell you this after you told them how much you wanted?”	Icon: Classic magician M.O. Tries to make the problem disappear by telling the speaker it isn’t there. Response: “You’ve been saying that you weren’t even sure that you wanted a new job, things are going so much better at work now.”	Icon: Hardhat guy M.O. Tries to keep the speaker too busy to think about a problem, assigning busy-work Response: “I think you should get on that phone and call every person you interviewed with and then send them each a letter telling them how much you would like to work with their company.”	Icon: Robed with gavel M.O. Gives rational explanations to show the speaker that his/her own actions have cause the present situation. Response: “You know better than to put so much energy into one thing. You should have been interviewing at other places at the same time, not setting yourself up for failure.”
Swami	Sign Painter	Drill Sergeant	Guru
Florist	Kick-in-the-Pants Guy	Shrink (Interpreter)	Advice-Giver
Empathy-Giver	Self-Discloser	Feedback-Giver	Process Analyzer

FIG. 25A

SCHEDULER SCREEN

[CLICK HERE TO ENTER CURRENTLY RUNNING GROUPS](#)

Immediate Goal Support Group (leaderless) (up to ten people) written format only
Written plus voice

Immediate Group Interaction Training Group (leaderless) (up to 10 people) written format only
Written plus voice

[CLICK HERE TO REVIEW ON-GOING GROUPS OFFERED](#)

CLICK HERE TO SIGN ON TO GROUP YOU HAVE ALREADY REGISTERED FOR
Your password Group's password

[CLICK HERE TO ACCESS YOUR PERSONAL GOAL ATTAINMENT WORKBOOK](#)

[CLICK HERE TO SIGN UP FOR PERSONAL PASSWORD & WORKBOOK](#)

[CLICK HERE TO GO TO PROFESSIONAL LEADER REGISTRY](#)

[CLICK HERE TO GO TO ON-LINE RESOURCE DIRECTORY](#)

[CLICK HERE TO GET INFORMATION ABOUT THIS WEBSITE \(PURPOSE, SECURITY, HELP\)](#)

FIG. 25B

SPECIAL REQUEST GROUP SIGN-UP SCREEN

PLEASE CLICK TO MAKE YOUR PREFERENCES FOR SPECIAL ON-GOING GROUPS:

Leadership Style:

- a) Leaderless
- b) With Leader
- oral

Group Format:

- a) one time only
- b) 6 week on-going, same group members
- c) 6 week on-going, open format to different members

Age:

- a) No Preference
- b) Prefer 13-19
- c) Prefer 20-35
- d) Prefer 35 & over
- e) Prefer Seniors

Marital Status:

- a) No Preference
- b) Prefer Single
- c) Prefer Married

Language:

- a) English
- b) Spanish
- c) Japanese

Desired Focus:

- a) No preference (general)
- b) Addictions
- c) Parent Issues
- d) Work and Career Change
- e) Health & Physical Fitness

Other desired features:

- a) Special geographical area write in _____
- b) Special institutional setting (like a university) enter here _____
- c) Special focus enter here _____

Congratulations. There is a group meeting with your preferences on _____.

If you would like to register for this group, please click here.

We are sorry, but there is no match currently available with your stated preferences. Please enter your e-mail address, and you will be contacted as soon as a group is available.

FIG. 25C

REVIEW AND SIGN-UP FOR ONGOING GROUPS SCREEN

LEADERLESS GROUPS WITH CLOSED MEMBERSHIP:

Wednesdays, 3 p.m., starting on May 21, 2000, running for 6 weeks, consecutively
Sign up below by writing first name and password

1. _____
2. _____

PROFESSIONALLY LED GROUPS WITH CLOSED MEMBERSHIP:

Thursdays, 7 pm, starting on May 22, 2000, running for 6 weeks, consecutively

1. _____
2. _____

SPECIAL FOCUS GROUPS WITH CLOSED MEMBERSHIP:

Fridays, 10 p.m. on May 23, 2000, running for 6 weeks, consecutively
Group Focused on Goals related to Work
Led by Dr. James Smith, industrial psychologist

1. _____
2. _____

IF YOU WOULD LIKE TO MAKE A SPECIAL GROUP REQUEST, PLEASE CLICK HERE.

FIG. 26

**SIMULTANEOUS ACCESS WINDOW
(BELLOW)**

GOAL SUPPORT GROUP BULLETIN BOARD

INTERESTING ARTICLES:

- REDUCING STRESS IN EVERYDAY LIFE
- MAINTAINING A HEALTHY PERSPECTIVE
- BEHAVIORAL APPROACHES TO SMOKING CESSATION

ON-LINE EVENTS OF INTEREST:

- DR. ANN GENOVA WILL BE TALKING ABOUT NEW APPROACHES TO OVERCOMING ADDICTIONS—THURSDAY, MAY 24 AT 5 PM ON THE GROUP WEBSITE

NEWS ABOUT GROUP MEMBERS:

- MARY WANTS US ALL TO KNOW THAT SHE HAS FINALLY REACHED HER GOAL WEIGHT. BE SURE TO CONGRATULATE HER!
- BEN WANTS TO KNOW IF ANYONE IS INTERESTED IN ATTENDING A CONFERENCE BEING HELD IN WASHINGTON DC ON SATURDAY JUNE 9TH ON ALTERNATIVE APPROACHES TO HEALTH AND WELLNESS. SEND HIM A NOTE IF YOU'RE INTERESTED.

COMMUNICATIONS/TRANSFER CENTER

INTERACTION MATRIX BELOW

VIDEO	VOICE	WRITTEN(SIDE)	CLEAR
RESPONSES	HIDDEN RESPONSES/MESSAGES		

RESPONSE MATRIX (BELLOW)

Fill in	Replies	Expressions	Feelings	Response Styles	Curative Factors	Other Categories
	+ YES C Etc.	---	Etc.	Detective Magician Etc.	Advice Universality Cohesion Etc.	

PERSONAL ACTIVITY BOX: VOICE ONLY FORMAT

V: JIMMY TO GROUP: "EVERYBODY PLEASE CHECK OUT THE BULLETIN BOARD. THERE ARE SOME INTERESTING ANNOUNCEMENTS I WANT YOU TO BE AWARE OF."

TRANSFER

FIG. 27A

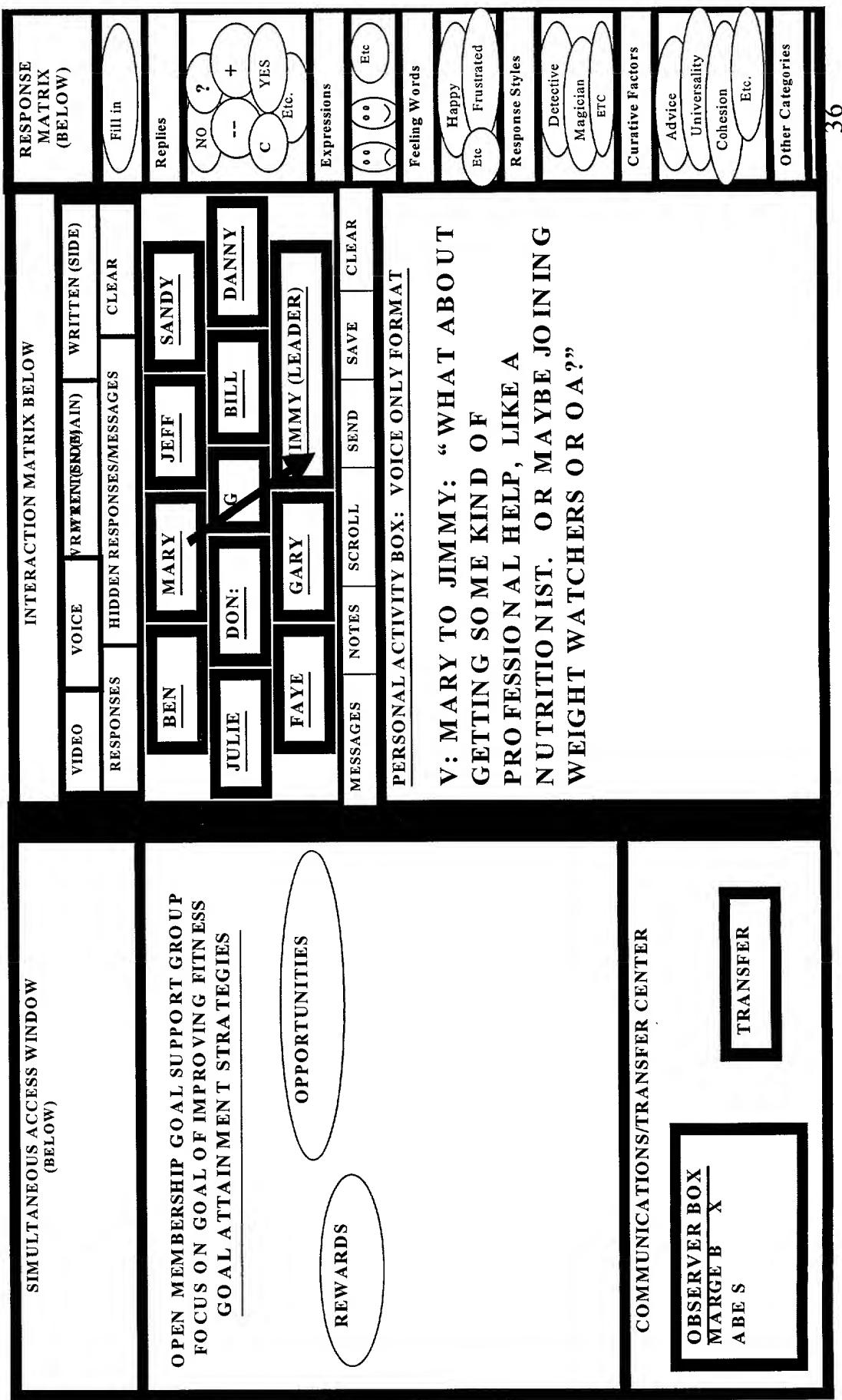


FIG. 27B

